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Acknowledgement of Indigenous Peoples and Traditional Territories

York University is on the traditional territory of many nations including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee, and the Wendat peoples and is now home to many diverse First Nations, Inuit, and Métis peoples. The nation now known as Canada is only possible through the violence committed against these nations and peoples. The continuation of this violence—the persistent accumulation through death and dispossession—is the demise of Indigenous worldviews and lives and as we increasingly witness now the death of all nonnormative worldviews and lives on this planet. We will grapple with these continuities and economies of violence in our short time together, as you will be obliged to grapple with the death, destruction and complex crises created in their name—COVID-19 and climate collapse are two such inescapable yet avoidable examples. Homeless is another (for more, see Generation Homeless on YouTube). This is thus more than an acknowledgement of stolen and unethically treated land; it is an acknowledgement of the violence that must end and the ongoing fight to recognize all sovereignties beyond the sovereign.

Course Description and Objectives

Gender and sexuality are constantly contested—from the wardrobe of Harry Styles to the transition of 1976 Olympian Bruce Jenner to Caitlyn Marie Jenner, to the #MeToo movement in Hollywood that resonated across all industries, to the legalization of same-sex marriage and the fight for reproductive health around the world, particularly the most recent reversal of *Roe v. Wade*.

This course is intended to examine the connections between gendered and sexual identities, health and sport/physical culture. It will introduce key feminist scholarship and observe their subsequent relation to health, broadly defined. Whilst this scholarship is diverse, this course will focus specifically on post-structuralist and de/anti-colonial feminist work. It will emphasize the affective, performative, dynamic, and contingent nature of gender and sexuality as inseparable from race, class, nation, and other trajectories of subject formation. In doing so, the hope is that we will all be able to better comprehend the crucial linkage between critical feminist work and crises of colonialism, imperialism, and capitalism.

Ultimately, by the end of the course, each student would have:

- Critically engaged with contemporary (critical, antiracist) feminist scholarship
- Better understood the relevance and impact of (critical, antiracist) feminist scholarship on sport, physical culture, and health
- Recognized the way intimate and institutional life are inherently marked by intersectional inequities and appreciated the contribution of feminist work to social justice and needed political, economic reform
- Participated in and helped cultivate a space reflective of feminist theories that maintain an attitude of humility and non-mastery and prioritize happiness, desire, and health
- Strengthened their analytical abilities—reading, writing, and thinking—as necessitated in their future profession and personal life

Key Themes (adapted from Gore, 2012)

Intersectionality	Understand “women” and “gender” as multiple and diverse, embedded in a complex network of interlocking variables of race, class, sexuality, ethnicity, and nationality
Scale	Analyse material using multiple levels of analysis: micro, meso, macro; domestic, national, and international; and transnational and global
Feminism(s)	Understand there is no unitary “feminism” but rather “feminisms” as multiple, shifting, and contested movements, historically and in contemporary times in Canada and transnationally
Knowledge Construction	Recognize that knowledge is political; explore feminist interventions in relation to the politics of knowledge—disciplinary and interdisciplinary as well as within popular discourses on sport, physical culture, and health
Feminist Theory	Emphasize a notion of feminist theorizing that includes theory and praxis, and whenever description and analysis are linked to envisioning change
Activisms	Emphasize resistance to oppression and struggles for positive change as integral to feminist intellectual and political work

“The academy is not paradise. But learning is a place where paradise can be created. The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labour for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom” (bell hooks in *Teaching to Transgress*, 1994, p. 207).

Course Policies and Resources

Location

This course will be entirely conducted in-person. The class will convene in Stong College, Room 303 at our scheduled time (Tuesday 10:30am-12:30pm EST). Content will be made available via eClass. Classes will not be recorded. Please email the instructor if an accommodation is needed.

Learning Expectations and Environments

This is an unprecedented moment cloaked in uncertainties. As a class, we can commit to and attempt to guarantee safety, respect, and dignity in the time we share. Should an issue arise, please communicate with the instructor directly. The instructor will do everything in their power to remedy the situation and support you. Alternatively, there are several resources available to you as a student at York University (listed alphabetically below).

Academic Advising <https://kine.info.yorku.ca/academic-advising-office/>

Academic advising appointments are available through the Faculty of Health, Office of Student and Academic Services. The Kinesiology and Health Science Academic Office can aid with academic (KINE) and practicum (PKIN) courses, course progression, course enrolment, transfer credits, etc. as well as a variety of in-house learning skills, career education, and accessibility services resources and workshops. Students may attend virtual workshops, fairs, or schedule one-on-one appointments with a learning strategist and/or career educator at (416) 736-5299, email (ugkhs@yorku.ca) or through their website.

Career Centre <https://careers.yorku.ca/>

The Career Centre provides a range of career services for undergraduate and graduate students including career workshops, one-on-one advising, and other career education resources.

Family Care Policy

York University does not have an official policy on family care in the classroom. I understand that emergencies happen—particularly now—and that caregiving plans may suddenly change. Should you anticipate such issues, feel free to contact me to establish a plan to address (potential) needs regarding family obligations.

Late Submission Policy

The penalties for late submission of assigned coursework (e.g., papers, assignments) are 10% per day unless previously discussed with the course instructor and/or accompanied by Faculty-approved documentation.

Mental Health and Wellness <https://mhw.info.yorku.ca/resources/resources-at-york/students/>

York University has a number of different confidential counselling services for undergraduate enrolled in KINE degree programs. Many students find it helpful to meet with a counsellor to learn how to manage stress around schedules, exams, relationships, or any other (un)expected challenge. For a list of all available activities and resources, see their website for more details.

Student Success Centre <https://success.students.yorku.ca/>

The Student Success Centre offers group workshops and individual counselling on a wide range of learning issues, including time management, stress and anxiety, exams, textbook reading, note-taking, concentration, memory and other aspects of study.

Student Accessibility Services <https://accessibility.students.yorku.ca/>

Accessibility Services provides services and programs for students with documented needs. Students with temporary injuries also qualify. Services include test and exam arrangements, note-taking services, etc.

Writing Centre <https://writing-centre.writ.laps.yorku.ca>

The Writing Centre provides free instruction to develop your writing skills. Trained instructors can help you improve your capacity to plan, organize, write, and revise academic papers in any subject. They also help ESL students with language issues. For an appointment, email (lapswrit@yorku.ca) or call (416) 736-2100 ext. 55134.

Course Evaluation

	Percentage	Due date
Critical Response*	25%x2 = 50% (max. 1000 words)	Feb 7 & Mar 7 @ 11:59pm
Class Participation**	10% (attendance not included)	Throughout term
Irresistible Revolution***	40% (max. 4000 words)	April 5 @ 11:59pm

*Critical Response

Each student is expected to submit two critical responses to two different readings throughout the term. Responses will demonstrate that you have read, understood, and engaged with the author (not film, podcast, etc.). If a book is chosen, the student can focus on one specific chapter.

**Class Participation

Each student will be evaluated on their participation in class. Attendance will not be considered—instead participation will be evaluated based on your ability to speak and actively listen in class. To evaluate participation then, video must be on.

***Irresistible Revolution

Judith Butler poses an interesting concern—it is not that popular stories and sensibilities delegitimize sexual and gendered minorities but that these stories (and their associated panics) render certain relationalities or futurities unthinkable. Each student will be asked to (i) summarize and critically evaluate a contemporary issue related to gender, sexuality, and a health/physical culture of choice and (ii) propose a possible alternative or direction for the future. The solution must logically extend and connect with course material. Various modalities are accepted (e.g., essay, mini-documentary film, podcast, website, Zine, art installation, etc.) so too is group work.

Course Reading Schedule (available on eClass)

***No tutorials/labs—only in-person lectures, every Tuesday 10:30am-12:30pm
Stong College, Room 303**

Rubric: Critical Responses
 Due: February 7 & March 7 @ 11:59pm
 1000 max. word count

Mark: /25

Skill	Distinguished	Proficient	Developing	Incomplete
Summarize (5)	Effectively summarized and described the key argument of the author	Proficiently summarized and described the key argument of the author	Moderately summarized or described the key argument of the author	Does not summarize and/or describe the key argument of the author
Analyse (5)	Quote key text believed to illustrate a relevant theme or idea from the article	Proficiently quoted from author but does not explain and/or provide nuance	Quote included but does not explain relevance to key theme or idea from the article	Does not quote text or illustrate a relevant theme or idea from the article
Provide Example (5)	Effective example and/or case to illuminate the argument or main idea	Proficient example and/or case to illuminate the argument or main idea	Partial example and/or case used to illuminate the argument or main idea	Does not provide example and/or case to illuminate the argument or main idea
Connect (5)	Clearly and cleverly connected to other relevant literature introduced in this course	Proficiently connected but without adequate nuance to other literature introduced in this course	Partially connected to other relevant literature introduced throughout this course	Does not connect to relevant literature introduced throughout this course
Reflect (3)	Reflect upon the work of the author in relation to (working) definition of feminism	Proficiently reflected upon the work and/or (working) definition of feminism	Partially reflected upon the work and/or offered (working) definition of feminism	Does not reflect upon the work of the author and/or offer (working) definition of feminism
Grammar (2)	Appropriate and clear language used throughout; direct, concise, and grammatically coherent	Proficiently appropriate and clear; proficiently direct, concise, and somewhat grammatically coherent	Moderately appropriate and clear; moderately direct, concise, and somewhat grammatically coherent	Inappropriate and unclear language used throughout; indirect, non-concise, and grammatically incoherent

Rubric: Irresistible Revolution
 Due: April 4 @ 11:59pm
 4000 max. word count

Mark: /40

Skill	Distinguished	Proficient	Developing	Incomplete
Introduction/ Description (10)	Outstanding relevance, creativity, and compelling knowledge / experience	Demonstrated relevance (and possibly creativity)	Minimal relevance, little description	Minimal relevance, knowledge / experience not offered
Research Question & Methodology (5)	Clear and concise; realistic and targeted a specific problem	Clear, seem realistic but downplayed or unnecessarily wordy	Moderately clear or information lack clarity; unrealistic	Not described at all, unclear and / or obviously unrealistic
Connection to Course Content (15)	Engagement with course content is clear and nuanced	Engagement with course content is clear but not nuanced	Engagement with course content moderately clear and not nuanced	Engagement with course content is minimal (neither clear nor nuanced)
Solution & Conclusion (10)	Clearly connected to course content and realistic	Proficiently connected to course content and relatively realistic	Moderately connected to course content but unrealistic	Not connected to the course nor realistic